EDUCATOR EVALUATION

Dr. Jennifer Johnson

Glendale Union High School District

Aligned Evaluations

- Reflects district core values
  - Focus on student achievement
  - Data driven decision-making
  - Commitment to continuous improvement
- Reflects district priorities and goals
- Builds from current system
- Administrator & teacher process/documents similar
- Matches current performance award system
- Should match hiring criteria

Goals of Administrator Evaluation System

- Meet legal requirement for administrator evaluation

- ENHANCE AND IMPROVE STUDENT LEARNING

- COMMUNICATE CLEARLY DEFINED EXPECTATIONS

- PROMOTE RELEVANT, TARGETED AND MEASURABLE PROFESSIONAL DEVELOPMENT

Administrator Evaluation

- 100 points possible
- Applies to Principals and Assistant Principals
- 50% Student Achievement data
  - School-wide data
- 50% Performance ratings
  - 5 standards – evidence-based

Administrator Evaluation

- Long history of using school-wide data in principal evaluation and performance award program

- 50% of total points possible

School-wide Data

- AIMS results for sophomores and seniors

- Drop-out rate

- Graduation rate

- School goals – aligned to Board/District goals

- Student Achievement Index

  Aggregate measure of student performance on all district assessments

School-wide data

- Parent satisfaction survey results
- Post-secondary data
- Extra-curricular participation
- Advanced Placement enrollment & success
- ADE letter grade
- AYP status

Instructional Leadership

- Rubric to evaluate instructional leadership
- Currently 5 levels of performance – ratings
- Aligned to ISLLC standards
- 5 Standards:
  - Leadership for Results
  - Effective Teaching and Learning
  - Continuous Learning Ethic
  - Strong Partnership with Family and Community
  - Excellence in Service and Operations

Administrator Evaluation

- Quarterly principal conferences with the Superintendent
- Assistant principals meet with their principal
- Review each standard of the rubric
- Discuss evidence needed to validate rating
- Identify strengths and areas for improvement
- Track progress on copies of the rubric
- Include input from other areas of the District Office

ADMINISTRATOR EVALUATION

QUESTIONS?

Teacher Evaluation

- District-wide committee
  - District Office Administration
  - Curriculum Coordinator
  - Principals
  - Assistant Principals
  - Teacher Association President
  - Teachers (representing various levels/contents)
  - Mentor representative
  - *Met regularly over 12 months to develop documents*
  - *Shared information with Board and staff for input/support*

Goals of Teacher Evaluation System

- Meet legal requirement for teacher evaluation

- ENHANCE AND IMPROVE STUDENT LEARNING
- COMMUNICATE CLEARLY DEFINED EXPECTATIONS
- PROMOTE RELEVANT, TARGETED AND MEASURABLE PROFESSIONAL DEVELOPMENT

Components

- Standards
- Evidence
- Performance Objectives
- Ratings
- Rubric
- Instrument
- Point sheet

Weighted Sections

- 100 points possible
- 10% based on school-wide data
  - Aligned to performance award criteria
- 24% based on student achievement data from individual teacher
- 66% based on instructional performance
  - Measured by standards/rubric

Weighted Sections

Points Categories
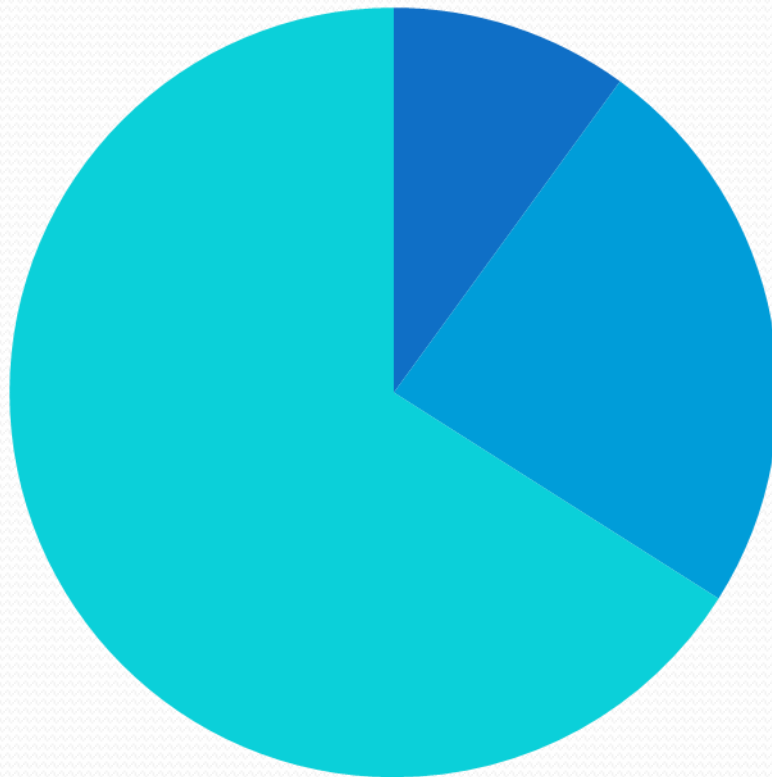
- ■ School-wide data
- ■ Student Achievement data
- ■ Observation

Rubric Components

- Standards – based on Charlotte Danielson Framework
  - Evidence
  - Performance objectives
  - Rating levels
  - Point value for each level
  - Identification of strength and area for improvement
  - Triggers for required improvement plan
- Overall performance rating
- Identification of strengths and areas of improvement

Standards

- Standard 1 – Planning and Preparation

- Standard 2 – Creating a Positive Classroom Environment

- Standard 3 – Instructional Skills

- Standard 4 – Meeting Professional Responsibilities

Evidence

- This system is intended to be an evidence-based evaluation system

- Each standard includes a listing of the evidence to be considered in rating the performance objectives of that standard

- Evidence includes observation, documentation from the teacher and information from a variety of sources

What gets a rating?

- Currently planning a 5 point scale
  - Distinguished - Ineffective
- Within each standard, each performance objective gets a separate rating from 0 – 4
- Those separate ratings are averaged within the standard to determine the overall rating for each standard
- Standards 1 & 3 – most heavily weighted

Rubric Versus Instrument

- Rubric
  - Includes detailed descriptions of each rating choice for each performance objective
  - Includes rating choices, but not point values
  - Used as a **formative** assessment for the teacher
- Instrument
  - Abbreviated descriptors for each rating choice
  - Includes point value for each rating choice
  - Used as the official **summative** evaluation document

Student Achievement Data

- Individual Teacher Data
  - District assessment scores
  - Advanced Placement scores
  - Compared against district average
  - Consideration for special populations

- School-wide Data
  - Aligned to current performance award criteria
  - Similar to school-wide data used in principal evaluation

Final Rating Determination

- Points from instrument (classroom observations)
- Points from school-wide data
- Points from student achievement for individual teacher
- Maximum points capped at "Highly Effective" level
  - Not punished for not reaching distinguished
- 5 final rating categories
- Top 2 categories collapsed into 1 category for state reporting

Guiding Principles for Evaluation

Evaluation should:

- 1.   Provide feedback that results in high student achievement

- 2.   Be based on clear standards and indicators and multiple sources of information including observation and student achievement data

- 3.   Provide a common definition of excellent teaching and leadership that should be communicated to all staff

Guiding Principles for Evaluation

- 4.   Be interactive and include multiple discussions between evaluator and evaluatee

- 5.   Provide information that guides personal, school-level and district-level professional development and improvement

- 6.   Embrace a systemic approach to continuous improvement that supports refinements to the process and documents over time

- 7.   Be reviewed regularly to ensure quality implementation and the need for refinements

Guiding Principles for Evaluation

- 8. Be research-based, data driven and consistent with state requirements and the district's core values

- 9. Include regular, systematic, high quality training for the evaluators

- 10. Provide the process and documentation necessary for remediation plans/continued employment decisions

Critical Steps in the Process

- 1. Build a representative committee
- 2. Identify your goals and all legal requirements
- 3. Build Governing Board knowledge as you progress
- 4. Identify your resources, limitations, timeline
- 5. Meet regularly – build momentum

Critical steps in the Process

- 6. Communicate regularly with those who will be affected
- 7. Seek feedback – respond to all questions and concerns
- 8. Make the documents accessible at any time
- 9. Build a library of model documents & best practices
- 10. Commit to a regular review process as you move forward

- Some lessons are only learned through experience!

TEACHER EVALUATION

QUESTIONS?